

AN ANALYSIS ON THE ABILITY COMPREHENDING A READING TEXT BY THE SIXTH YEAR STUDENTS

Ika Olviyanti, Rismaya Marbun, Zainal Arifin

Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak

Email : ikaolviyanti19@gmail.com

Abstract: At The Elementary School, Reading is one of language aspects which is particularly learnt and taught to the sixth year students. Through Reading the students are supposed to get much information about many things that they have not know before. But because of their limited vocabulary, structure, and knowledge about Reading Skill Hence, They spend too much time to comprehend a sentence. On the other hand, in order to comprehend passage the students must understand a sentence well. Therefore the students should be encouraged to read a lot to improve their reading ability. the teacher should provide the students and teach them certain skills in reading in order to enable them to comprehend their reading text. The Purpose of this research is to find out the students ability of reading comprehension of the sixth year students of SDN 07 Pontianak Utara. After analyzing the collected data, the writer does hope that it will be a useful feedback to English Learning Problems. The sample of this research is the sixth year students of SDN.07 which consists of 47 students. the appropriate method use in this research is The Descriptive Method or Descriptive Study. In collecting the data, the researcher used questionnaire, interview and observation.

Key word: Ability to comprehend a reading text.

Abstrak : Pada sekolah dasar, membaca adalah salah satu aspek utama yang di pelajari dan di ajarkan pada siswa kelas enam. Melalui membaca siswa di harapkan untuk mendapatkan banyak informasi tentang banyak hal yang mana belum mereka ketahui sebelumnya. Tetapi karena keterbatasan kosakata yang dimiliki oleh mereka, susunan kata dan pengetahuan tentang kemampuan membaca, mereka menghabiskan banyak waktu untuk memahami sebuah kalimat. Di sisi lain, untuk memahami suatu bacaan siswa harus memahami kalimat dengan baik. Oleh karena itu siswa harus di dorong untuk banyak membaca untuk meningkatkan kemampuan membaca mereka. dan guru harus memberikan para siswa dan mengajarkan mereka keterampilan tertentu dalam membaca untuk memungkinkan mereka memahami teks bacaan. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa kelas enam sekolah dasar negeri 07 pontianak utara dalam memahami bacaan. Setelah menganalisis data yang dikumpulkan, penulis berharap bahwa itu akan menjadi umpan balik yang berguna untuk masalah pembelajaran bahasa inggris. Sampel dari penelitian ini adalah siswa kelas enam sekolah dasar negeri 07 yang mana terdiri dari 47 siswa. Metode yang tepat digunakan dalam penelitian ini adalah metode deskriptif atau penelitian deskriptif. Data umum pengumpulan metode yang digunakan adalah pertanyaan, wawancara dan pengamatan.

Kata kunci : Kemampuan memahami teks bacaan.

Reading is one of the most important skill which should be mastered in learning a language beside listening, speaking and writing. Like other skills, reading is enjoyable when it is carried out efficiently and seriously. Reading is useful and rewarding experience that can provide the students with wealth of interesting information in a pleasant way. Reading may enrich the students knowledge from written texts. Reading may enable the students to comprehend and to understand what they read and to find out the main idea of the texts. Through Reading, it may enable the student to be active during their learning activities as well. Reading can also help the students to improve their English Mastery. It can be said that reading is one of the “Bridge” to the students in mastering English.

At The Elementary School, Reading is one of language aspects which is particularly learnt and taught to the sixth year students. Through Reading the learners are supposed to get much information about many things that they have not know before. But because of their limited vocabulary, structure, and knowledge about reading skill hence, They spend too much time to comprehend a sentence. On the other hand, in order to comprehend passage the students must understand a sentence well. this research the writer intends to know about the reading comprehension ability of sixth year students of SDN 07 Pontianak Utara. How do have the sixth year students of SDN 07 Pontianak Utara been enable to comprehend reading text. And in what areas do they face difficulties in comprehending reading text?

According to Burhan(2012 : 9), Reading is “ a physics and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. it says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of though are involved in it”. Reading is the most importance skill for every learner to learn a language. according to Smith and Robinson : “ Reading Comprehension means the evaluating, the understanding, and utilizing of information and ideas gained through an interaction between reader and author “. Wainwright (2007 : 37) says “ reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration”. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities (Wainwright 2007 : 37) when we read, we should be able to recall information afterwards.

Reading comprehension is the ability to read text, process it and understand its meaning. An individuals ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Many of the reading difficulties students encounter are related to the five components of reading (phonological and phonemic awareness, word decoding

and phonics, fluency, vocabulary and comprehension) covered in target the difficulties.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

In Order to obtain the purposes of Teaching English at school, the teacher must pay attention to the teaching of Reading Comprehension. In language learning, and also reading, the learner is hoped to use the three domain that have been introduced by Blooms' Taxonomy. The main domains are cognitive, affective and psychomotoric. In accordance to the research, the ability in comprehending reading text is needed in order to comprehend any information in the text of reading. of course the learners are demanded to interpret what have been read in the text. Therefore, the learners' power such as : the process of thought, feeling, and attitude getting are the product of students learning.

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Cline et.al (2006 : 2), states that reading is “decoding and understanding written texts.decoding requires translating the symbols of writing system into the spoken words which they represent.understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge”. in the second definition from Cline et.al (2006 : 2) state that “ reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text”.

And based on the expert quotation above,reading as the process of decoding and undersranding of a writing system into the spoken words they represent and at the same time analyze the meaning or the messages of the text by paying attention to the intonation,stressing and pronunciation.except that, reading is an interactive process of grasping idea or information which are written in the reading texts with involving brain and moving eyes from left to right across the pages, first taking in the letters, combining these from the phrases, clauses, and sentences of the text. And reading refers to the skills needed to recognize words, decode words and sentences, and make meaning out of sentences and passages such that information can be understood and used.

There are five components of reading comprehension in general. The components of reading comprehension are main idea, factual or details information, vocabulary, referent and inference. (1) Main Idea, main Idea is the most important thing should be written in a paragraph or text. The reader are supposed to define and understand the main idea or the topic from the reading text. The difference between main idea and topic is the main idea is in the form of sentence while topic is usually in form of phrase ; main idea is the central idea of

the text. Comprehending main and supporting ideas is a skill that the readers can find what is the reading text telling about in general. Beers (2000 : 12) proposes the concept of general or main idea of the text can be described within three characteristics, they are : (a) Inductive process, the process of searching the main ideas of text that is assumed in the beginning lines of the text. (b) Deductive process, the process of searching the main ideas of the text that is assumed in the last lines of the text. (c) Beyond the lines, the process of searching the main ideas of the text is assumed that the ideas are not mentioned in lines (written) however, it is required from the higher understanding on the text. The way to find out the main ideas of the text can be searched by connecting the other information in the text that related to support the ideas we assume. Here, supporting ideas are very important to know because we cannot find out the main ideas whenever supporting ideas are missed to get. Therefore, the supporting ideas of the text should be considered as the way how the readers come to the main ideas of the text. (2) Factual or Detail Information, the detail information usually is the answer of 5W 1H questions. Finding detail information is reading selectively to achieve very specific reading goals, e.g finding a name, place, number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text. The way to find out detail information can be done by scanning. Scanning is the way to search some particular piece of information in a text, in the short process of reading to find detail information. Brown (1994 : 309) stated that “ scanning is absolutely essential in academic English.” Scanning exercises include the question about name or date, to find a definition of a key concept, or to list a certain number of supporting detail. (3) Vocabulary, vocabulary meaning requires the readers to guess certain word or phrase from the context. In reading text, the students will meet some words or phrases in the sentences. Of course, each word or phrase has its own meaning as its single position ; however, in reading comprehension the students should not define every word or phrase they meet because the words or phrase might have different meaning when they join together with other words. Therefore, interpreting its meaning is an important skill in order come to what the authors message originally. (4) Referent, referent word is repeating the same word or phrase several times, after it has been used. students can usually refer to it rather than repeat it. Referent words are usually short and very frequently pronouns, such as she, he, it, they. this, her / him, and many others. When the students can understand the use of referent word and know the use in the reading text, it can help the students to comprehend the whole content of the text. It also helps to avoid misunderstanding or misinterpretation of the reading content. (5) Inference, the last component of reading comprehension is inference. Inference is an idea which is implied or not directly stated in the text. It is the way for the readers to draw conclusions about the content of the text.

Reading Comprehension is considered to occur at three levels according to McWhorter (1989). First, what is actually stated is the literal level. It covers facts and details, rote learning and memorization, and surface understanding only. Common question used to illicit this type of thinking are who, what, when, and where questions. Second, what is implied or meant, rather than what is actually

stated is the interpretative level. It covers drawing inferences, tapping into prior knowledge or experience, attaching new learning to old information, making logical leaps and educated guesses, and reading between the lines to determine what is meant by what is stated. The types of questions asked are open – ended, thought – provoking questions like why, what if, and how. Third, taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situations is the applied level. It covers analyzing, synthesizing, and applying.

Reading comprehension is also considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level (Smith, 1969) cited in westwood (2001 : 21) (1) Literal level, at the literal level, the basic facts are understood. For example, knowing the name, place, time. This information is contained explicitly within the text. (2) Inferential level, at the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions. It covers inferring, drawing conclusion, and deriving meaning from figurative language. (3) Critical level, at the critical level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. (4) Creative level, at the creative level, the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

From the explanation above, it can be concluded that all comprehension toward the reading text is begin from comprehend the text literally. After good literal comprehension has been achieved, then the reader can move to the other levels of comprehension

The learner who want to learn a language must be able to read fluently and develop her or his reading skill over time and a great deal of practice. In general, learner must have sufficient knowledge about language forms and function. They must have ability of language systems, phonological, morphemic, syntactic, and semantics system. The ability such as simple pictures and their concepts in the words, phrases, and sentences are the beginning step to arrive at reading.

In Order to obtain the purposes of Teaching English at school, the teacher must pay attention to the teaching of Reading Comprehension. In language learning, and also reading, the learner is hoped to use the three domain that have been introduced by Blooms' Taxonomy. The main domains are cognitive, affective and physcomotoric. Cognitive is the process of thought getting, Affective is the feeling getting, and Physcomotoric is the attitude getting. In accordance to the research, the ability in comprehending reading text is needed in order to comprehend any information in the text of reading. Of course the learners are demanded to interpret what have been read in the text. Therefore, the learners' power such as : the process Of thought, feeling, and attitude getting are the product of students learning.

There are also some Strategies of Teaching Reading :(1) Running Records. A running record is a way to assess a student's reading progress by systematically evaluating a student's oral reading and identifying error patterns. This template will help you track your students' oral reading accuracy. (2).Activating Prior

Knowledge. Help your students be good readers: those who constantly try to make sense out of what they read by seeing how it fits with what they already know. This method will make an excellent addition to your literature curriculum, but is also useful in science, social studies, and other subjects. (3). Think Aloud Strategy. The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. (4). Reading Aloud. When we read aloud to students, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity. (5). Question Before, During and After Reading. To encourage critical reading, teachers should ask students questions about the text before, during, and after they read. This method is useful for most subjects, from reading to social studies, and is an excellent way to structure literature homework. (6). Using "KWL" in the Classroom. KWL ("Know", "Want to Know", "Learned") charts encourage students to use prior knowledge and personal curiosity while researching a subject or a topic. This strategy is especially useful in reading classes, but is also useful in plenty of other subjects, like science and social studies.

After do some strategies of teaching reading, being able to read a certain paragraph and the words that string them together is one thing. Fully understanding what those words mean or what they actually say is another. It is quite common for students to understand every single word, or even every single sentence in any given text, but comprehending the relationships between those sentences and what they ultimately means as a whole is often such a frustrating exercise for them. Overcoming this is quite the challenge for the students, and even more so for teachers.

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METHOD

The Appropriate method use in this research is The Descriptive Method or Descriptive Study. The descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize element both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. The meaning of the descriptive method in research is to develop, test and evaluate research instruments and methods. It explores phenomena in real life situations and uses a survey method. common data gathering methods used are questionnaire, interview and observation. Descriptive Method according to John W. Best is as Follows : Descriptive Method Describes what it is. It involves the description, recording, analysis and interpretation of conditions that exist. It involves some types or manipulated variables. (1977 : 15).In Addition, the characteristics of descriptive method are as follows :(a). It is non – experimental study. (b). It involves hypothesis formulation and testing hypothesis.(c). It uses logical method.(d).It employes methods of randomization.(

e) The Variables and procedures are described as accurately and completely.(1977 : 106).

To get the data, the teacher will ask students to attend the test. The test itself is about descriptive text. teacher will give the students 4 descriptive text. The design of the test will be multiple choice test. Then it will consist of 20 questions. Every correct answer will be scored 5, if the students answer all correctly, they will get score 100. From the descriptive text, it will be addressed questions deal with indicators of reading based on lesson plan. Techniques which functions as a way of collecting data is very essential, in order to test hypothesis and to solve the problem objectively. And this research the writer chooses the measurement Technique and Direct Communication Technique. Techniques of Data Collecting that applied in this research are : (1) The Measurement Technique, measurement Technique is used in Collecting The Quantitative Data through a written test. Test are among the most appropriate and useful tools of educational research. The form of the written test used in this research is an Objective Multiple-Choice Type Test. Each item consists of a stem which presents a problem situation and five alternative which includes one correct answer and four distracters. Furthermore, Drs. Wilmar Tinambungan said that, “ Multiple-choice item typically include either three ; four or five choices. The large number will, of course, reduce the students chances of obtaining the correct answer by guessing “. (1988 : 74), (2) Direct Communication Technique, this Technique will be applied by asking the students with some questions. It is carried out through interview and asking about the data needed in this research. Tools of Data Collecting used in this research are multiple – Choice Type Test and interview.

The Teacher Start with The General Rules as follows: (1) Give an explanation about the objective multiple choice to the student, (2) Teacher provide the material including topics. (3) Brainstorming activity including explain the topic to the student, reading text and gives new vocabulary, and (4) Student should know exactly what they read. For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication.

SDN 07 Pontianak Utara is State Elementary School. It is located at Jalan Parit Makmur. SDN 07 Pontianak Utara consists of 21 classes (1st class A, B, C), 2nd (A, B, C, D), 3rd (A, B, C), 4th (A, B, C), 5th (A, B, C, D), and 6th (A, B, C, D). The subject of this research is Sixth Year Students of VI A class at SDN 07. There are 47 students in that class and VI A class consists of 26 girls and 21 boys. The number of students was 47 students; therefore, the population of this research was 47 students. Because of the research conducted was descriptive method. They were in one class.

FINDINGS AND DISCUSSION

Findings

The writer noticed the problems faced by the sixth year students of SDN 07 Pontianak Utara in Comprehending Reading Text are in sentence comprehension.

Most of the students still find out difficult to recognize the subject and the predicate sentence in paragraph comprehension. Most of the students do not exactly to recognize the sentence and supporting sentence in a paragraph, in passage comprehension. Most of the students can not recognize and analyze each topic sentence in each paragraph early, because of these, the students are difficult to conclude what a general idea or message stand in a passage. And A great number of students claim that they often encounter difficulties to comprehend reading texts. The Students may be able to find out what information the text are about. They may fail to draw a conclusion from or to summarize reading texts. The students may also fail to differentiate the central idea from the supporting ideas in the texts. Students often read a text in a longer time but do not understand what they read. Thus, they may complain about reading lesson because they do not get engaged with what they read.

Discussion

The goal of all reading is about the ability of comprehension a reading text. It means that reading can be successful if the readers can comprehend the reading text well. The process of comprehending the reading text is not an easy thing to do for the students. In this case, the teacher should improve or create his / her strategy or technique in teaching reading. It aims to help the students in order to make the students easier to comprehend the text well. In teaching reading comprehension, the teacher use some strategies to improve students reading comprehension. “ Reading comprehension strategies are tools that proficient readers use to solve the comprehension problem they encounter in texts” (Moreillon,2007 : 10). There are some reading strategies can be applied for students ; SBE (Shared Book Experience), LEA (Language Experience Approach), Cloze Procedure, GRP (Guided Reading Procedure), DRTA (Directed Reading Thinking Activity), KWL (Know Want to know Learned), The 3H strategy (Here Hidden In my head), PQRS (Preview, Question, Read, Summaries) cited in Westwood (2001).

Concerning to the teaching of reading comprehension, the teacher uses strategy for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. During and after reading, the students engage in reflection about what they have read. The students do not just read but also predict what happens or what tells next in the text. Predictables texts are a logical choice to build students confidence in their ability to predict what will happen in the text or what the text will be about. The teacher using two techniques for data collecting, such as measurement technique and Direct communication technique. In Measurement technique, the data through a written test. And the test will be multiple choice test. It is consist of 20 question. Every correct answer will be scored 5. if the students answer all correctly, they will get score 100. In Direct communication technique, the data through interview and asking the students about their ability in comprehending a reading text. Before do the test, the teacher give an explanation about the objective multiple choice to the students, Brainstorming activity and give the students new vocabulary based on the reading text.

On the other hand the individual differences showed the result, from 47 students, about 21,1 % students had low ability, 50% had moderate ability, and only 6,7% had high ability. The treatment was given in every week during the research which is carried out for seven weeks. The last test, from 47 students, there were students who had low ability about 4,45% but 58,88% students had moderate ability, and 16,67% had high ability. These differences showed that each students tried to increase his or her ability of comprehending a reading text.

CONCLUSION AND SUGGESTION

Conclusion

From the data analysis and research findings, the result of an analysis on the ability of comprehending a reading text found that from 47 students, there were students who had low ability about 4,45% but 58,88% students had moderate ability, and 16,67% had high ability. In conclusion, by applying an interesting reading text and using some strategies in comprehend a reading text, the students can improve their ability in comprehend a reading text.

Suggestion

From the conclusion above, the researcher would like to provide some suggestions as follows: (1) It is better for the teacher not only use the reading text from the textbook, but also apply reading text from any kind of sources. This can attract the students interest and willing to learn more about comprehending a reading text. (b) The teacher should consider about the time allocated for comprehend a reading text. Although it is timeconsuming, it is wise to manage the time effectively by supporting the students with the ready use material such as ; copied of reading text, worksheets, etc.

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